

School Based Occupational Therapist

Contract Type:	Permanent
Hours:	37 hours per week / 41 weeks per year, Monday to Friday / Term Time
Salary:	Term time working (39 weeks) + 10 days, actual £45,053 – 47,059 (FTE £48,738 – 50,908 per annum Range 7, Point Scale 32-34)
DBS Disclosure Level:	Enhanced
Reports To:	Therapy Lead
Role Purpose:	The Occupational Therapist will lead and deliver a high-quality occupational therapy service across the school, working collaboratively with education, pastoral and therapy colleagues to support pupils with SEND, including autism, SEMH and associated needs. Working within the school's values of Kindness, Belonging and Ambition, the Occupational Therapist will help pupils develop the skills, independence, self-regulation and participation needed to access learning, build positive relationships and achieve their individual potential. The role will contribute to a therapeutic, relationship-based approach, ensuring that occupational therapy provision is integrated into everyday school life and supports positive outcomes for pupils, families and staff.
Key Responsibilities:	• To provide and maintain comprehensive OT provision using recognised and evidence-based programmes within our special school environment. • To provide consultation and training for class-based staff and parent/carers to ensure that they understand pupils' sensory needs, OT needs and how to provide appropriate support. Use training feedback to inform future work. • To manage the physical resources available, including efficient use of the budget. • Assess pupils' strengths, needs and barriers to participation, recognising that behaviours may communicate unmet sensory, emotional or developmental needs, and develop intervention plans accordingly. • Assessing pupils' needs and initiating treatment plans relevant to their needs taking account the latest evidenced-based practice and published research. • Plan, deliver and evaluate OT interventions that support pupils to overcome barriers to learning, participation and independence, using measurable outcomes and evidence-based practice. • Provide written and verbal reports as required.

	• Contributing to Individual Plans, Annual Reviews and other Multidisciplinary meetings about individuals or groups of pupils. • Working with and supporting the Therapy Assistant to deliver OT interventions and to provide supervision and training related to OT interventions as required. • Work collaboratively with teachers, learning support assistants, pastoral teams, families and external professionals to ensure a consistent and integrated approach to supporting pupils. • Support staff to embed occupational therapy strategies within classrooms and across the wider school environment to maximise pupil engagement, participation and independence. • Support pupils to access learning environments, routines and activities by identifying and implementing occupational therapy strategies that promote successful participation, engagement and wellbeing. • Scheduling and carrying out in-class observations in all classes and across the school to look at pupils' needs for sensory and other strategies to improve their self-regulation and participation. • Contribute to Education, Health and Care Plan (EHCP) outcomes, reviews and multidisciplinary planning processes. • To be responsible for a defined case load, working as part of the multi-disciplinary therapy team and alongside pastoral workers. • Access external, clinical supervision and to keep up to date with current practice and professional development. • Work in accordance with professional, RCOT, HCPC and school standards, protocols and procedures. • Evaluate own practice and regularly reflect on the intervention provided. Engage in the appraisal processes with the line manager within school. • Take clinical responsibility and organise clinical priorities and use of time effectively. • Attend all necessary therapy team, broader team and school staff meetings; group and individual supervision as required. • Contribute to the development of school strategy and write guidance where required. • Follow the referral, monitoring and evaluation processes for the therapy team within school. Contribute to the review and development of these processes.
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	• Manage OT and sensory spaces/activities and provide a point of access and advice to all staff accessing them with pupils (including Health and Safety) • Support students/trainees on placement with the therapy team and pastoral support workers delivering OT and other programmes where required. • Contribute to the development of the school's therapeutic provision, advising leaders on sensory-friendly practice, accessibility, inclusion and whole-school approaches to supporting pupils with SEND. • Responsibility for the safe and competent use of all therapy, sensory and independence equipment. Ensure that other staff have the required competency prior to use. To undertake duties with regard to Health & Safety at Work Act 1974 and other relevant legislation, at all times. • Maintain pupil records as per School's Guidelines and HCPC/RCOT code of practice guidelines. • Maintain appropriate confidentiality and comply with Data Protection legislation. • To carry out other duties as may be required commensurate with the job role. The following duties are ones which all staff are required to perform: • Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact; • Observe health and safety procedures and work safely at all times; • To be responsible for your own continuing self-development, undertaking training as appropriate to the working environment and location, and developments in your role; • Undertake any other duties as required by your manager to meet the changing needs and demands of the Company. • Conduct yourself with professionalism, tact, and diplomacy always as a representative of the Company.
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This job description is current at the date of publication but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

PERSON SPECIFICATION

Criteria	Qualities	Essential/Desirable
Qualifications & Experience	1. Degree in Occupational Therapy appropriate for practice in the UK as an Occupational Therapist (or will have by the start date).	E
	2. Registered with Health Care Professions Council (or eligible for registration on completion of the professional qualification).	E
	3. Evidence of further postgraduate study in a relevant field.	D
	4. Evidence of relevant post qualification experience in relevant area of clinical practice - ASC, social, emotional, and mental health needs.	D
	5. Qualification in Sensory Integration.	E
	6. Evidence of specialist clinical training in relevant areas.	D
	7. Previous experience in an education environment.	E
Skills & Knowledge	1. Relevant evidence based and clinical practice.	D
	2. Evidence of research practice and willingness to take part in further research.	D
	3. Evidence of raising standards and successful delivery of therapy within a collaborative setting.	E
	4. Evidence of assessment to inform planning.	E
	5. Relevant knowledge of autism and sensory needs.	E
	6. Awareness of current therapy innovations relevant to the post.	E
	7. Ability to deliver high-quality in-service training.	E
	8. Experience of working with young people.	E
	9. Evidence of training / presentation experience.	E
	10. Evidence of CPD record.	E
	11. An understanding of the role played by adults in safeguarding young people.	E
	12. Strong relationship-building skills, enabling effective partnership working with pupils, families, colleagues and external professionals	E
	13. Sensitivity to the varying needs of young people.	E
	14. Able work under your own initiative, prioritise workload and meet deadlines with planning skills to balance conflicting demands.	E
	15. Able to maintain the strictest confidentiality and integrity always.	E
	16. Confident and capable to work both independently and as part of a team, working	E

KINDNESS, BELONGING AND AMBITION

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